

Inspection report for early years provision

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Inspection date	12/01/2011
Inspector	Lara Hickson
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She lives with her partner and two children aged 11 and four in Longfield Hill, near Meopham, Kent. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have one dog.

The childminder is registered to care for a maximum of four children under eight at any one time, two of whom may be in the early years age group. The childminder currently has seven children on roll who attend for a variety of different sessions, three of whom are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder takes and collects children from local schools. The childminder has completed a Cache level 3 Diploma in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas of their learning and development as a result of the childminder's knowledge of the Early years Foundation Stage framework. A wide range of different activities and resources are easily accessible to children covering the six areas of learning and the childminder supports and extends children's play at a level appropriate to their individual stage and understanding. Children are extremely happy and settled within the childminder's warm, welcoming, family orientated home. Safety is given a very high priority by the childminder and extensive risk assessments both within the setting and for outings promote children's ongoing safety. Partnership with parents is excellent and a key strength of the provision as the childminder works effectively with them to meet their child's individual needs and identify their next steps of learning. The childminder demonstrates capacity for improvement as she has completed all past recommendations and has attended further courses to extend her knowledge. The childminder has good self evaluation systems in place although she has identified areas that she is going to improve further. For example, she plans to improve systems for seeking the views of users of her setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- strengthen existing self evaluation systems to take into account the views of others, for example parent/carers and children attending the setting

The effectiveness of leadership and management of the early years provision

Children are happy and secure within the childminder's warm, safe setting. Effective safeguarding procedures are in place to ensure children's safety. For example, all adults in the home have been appropriately vetted and safety equipment is in place to minimise hazards. The childminder demonstrates an excellent awareness of her role and responsibility with regards to safeguarding the children in her care. She has attended safeguarding training previously and is updating this knowledge regularly to ensure that she has current information. A written safeguarding procedure is in operation and includes the procedure to follow in the event of an allegation against the childminder or other household members. Any existing injuries a child arrives with are logged and a parental explanation obtained and recorded regarding the child's injury. Comprehensive risk assessments are in place and are reviewed regularly to ensure that hazards are kept to a minimum. Extensive risk assessments have been undertaken for outings and the childminder conducts trial journeys to highlight any risks and researches the place of interest and facilities available.

The childminder has comprehensive policies and procedures in place covering all aspects of her setting. These are shared with parents through the parent handbook the childminder provides when children start at the setting. Parents have access to their children's developmental records and are able to have an input into their child's learning and development. The childminder has used photos and short observations outlining children's next steps of learning to highlight their progress and future targets. The childminder exchanges daily verbal feedback with parents and shares milestones and anecdotes about the child's day. Parents are extremely happy with the care and concern provided by the childminder and comments include praise for the extensive range of activities she provides specifically those introducing children to different cultures through art and craft activities. The childminder provides a valuable link for parents between schools and nurseries and parents praise this service as it helps them to be involved in all areas of their child's learning. All the required documentation is in place, contains the relevant information and is stored confidentially.

The childminder uses self evaluation extremely effectively to identify areas of strengths and areas for further development within her setting. She clearly highlights how she meets children's individual needs, promotes their safety and how she enables them to develop to their full potential. The childminder develops her setting further through the attendance of additional training, through reading relevant publications and through liaison with other childminders. Currently the self evaluation does not fully include the views of parent/carers or children attending the setting and the childminder plans to extend these systems to accommodate comments and feedback from others. The childminder extends her professional development by attending training and workshops and through discussing practice with other childminders. All previous recommendations have been met effectively which shows the childminder's capacity and willingness for future improvement.

Children benefit from the warm, welcoming, inclusive environment the childminder

provides. Resources are freely accessible and children can make choices and decisions about what they would like to play with from the extensive selection available. The childminder demonstrates a thorough understanding of each child's unique needs and family backgrounds and has full details of individual requirements recorded. Resources depicting positive images of diversity are available and encourage the children's understanding of different, cultures, religions, disability and gender. Parents praise the activities children participate in that extend their knowledge of different festivals and religions such as making diva lamps for Divali, making cards for Jewish New Year and making dragons for Chinese New Year.

The quality and standards of the early years provision and outcomes for children

Children are making good progress in all areas of their learning and development. The childminder demonstrates a detailed knowledge of child development which enables her to respond appropriately to each child's individual needs, characters and interests. She uses information gained from parents at the start of each placement to support her own initial observations when planning for children. Observation and assessment is used well to determine how children are progressing and to identify the next steps in their learning and development. The childminder shares information regarding children's progress and development with their parents through daily verbal feedback and contact books and through the developmental profiles that parents are able to view at any time. The childminder is beginning to establish links with other settings delivering the Early Years Foundation Stage, exchanging verbal feedback with staff upon collection. A wide range of activities and resources are available in both the indoor and outdoor areas and these encompass the six areas of learning. Resources are easily accessible enabling children to choose from the selection available independently.

Children's health and general well-being is promoted extremely well by the childminder. For example, there are daily opportunities for physical play and fresh air both within the setting and at local parks where children can develop and extend their climbing and balancing skills further on a range of more challenging equipment. The childminder ensures that children enjoy a healthy, well balanced range of meals and snacks which are reflective of their individual dietary requirements and different cultural diversity. Children enjoy an extensive menu and the childminder takes their favourite foods as well as any likes and dislikes into consideration when planning menus. Children learn about healthy lifestyles as part of their daily routines and this includes very good hygiene procedures such as washing their hands prior to eating and after using the toilet. Signs are displayed to remind children of the importance of washing their hands thoroughly to prevent the spread of infection. Water is accessible for children to independently select throughout the day. The childminder has an up-to-date paediatric first aid qualification; ensuring appropriate first aid can be provided in the event of an accident. A thorough sickness procedure is in operation and includes a 48 hour exclusion period. This thoroughly prevents spread of cross infection.

Behaviour management is managed effectively by the childminder and she uses techniques appropriate to each child's age, stage of development and level of understanding. A comprehensive behaviour management policy is in operation and in this the childminder highlights the need to set reasonable and appropriate limits to manage any inappropriate behaviour of children in her care. The childminder outlines to parents that she encourages children to develop social skills that will enable them to be accepted and welcome in society. She supports this through playing a variety of board games that encourage sharing and turn taking skills. House rules within the setting promote children's feelings of safety as they understand the reasons for some restrictions are to keep them safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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